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ABSTRACT

Revolution is the theme of this resource unit, which is the fourth in a social studies series designed for sixth grade students. In the first part of the unit, case studies are used to examine 18th century Boston, Williamsburg, and Philadelphia, contrasting them to 17th century Jamestown and Plymouth settlements. Emphasis is upon examining causes of the revolution, the revolutionary war itself and, further, strategies of the war. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (SJM)

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Grade Six
UNIT IV: REVOLUTIONARY AMERICA

RESOURCE UNIT

SP 003 152

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1967

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OBJECTIVES

Generalizations

1. Although culture is always changing, certain parts or elements may persist over long periods of time.

2. Most political communication depends on the use of symbols, stereotypes, and other communication short-cuts; effective communication depends on the effective manipulation of these symbolic tools.

3. Whether an increase in centralization accompanies the increase in cohesion that accompanies or follows group conflict depends upon both the character of the conflict and the type of the group.

Skills.

1. Attacks problems in a rational manner.

   a. Uses sub-questions to guide him in collecting relevant data.

2. Gathers information effectively.

   a. Reads for details which support or contradict generalizations and main ideas.

   b. Listens to discussion for main ideas, supporting detail, and to evaluate what he hears.

      1) Listens for details.

   c. Gains information by studying films.

3. Evaluates infor

   a. Checks facts information tion when he

   b. Looks for po ment among a

   c. Chooses the tion in term authors.

   d. Checks on th wary of gene evidence.

4. Has a well-deve

   a. Has a sense

5. Organizes and

   a. Classifies

   b. Organizes hi and follow

   c. Generalizes

OBJECTIVES

3. Evaluates information and sources of information.

   a. Checks facts against his own background of information and collects additional information when he needs to check the facts.

   b. Looks for points of agreement and disagreement among authors.

   c. Chooses the most reliable source of information in terms of bias and competency of authors.

   d. Checks on the completeness of data and is wary of generalizations based on dusufficient evidence.

4. Has a well-developed sense of time.

   a. Has a sense of the passage of time.

5. Organizes and analyzes data and draws conclusions.

   a. Classifies data.

   b. Organizes his materials to fit the theme and follow his organization.

   c. Generalizes from data.

OBJECTIVES	OUTLINE OF CONTENT
G. Although culture is always changing, certain parts or elements may persist over long periods of time.	(Introduction)
S. Reads for details which support or contradict generalizations and main ideas.	

TEACHING PROCEDURES

1. Construct bulletin boards, contrasting life in 18th century Boston, Williamsburg and Philadelphia with that of 17th century Plymouth and Jamestown. (Pictures of the 18th century cities are available from the Chamber of Commerce. Pictures of Jamestown and Plymouth should have already been acquired in Unit III.) Be certain to show the size of the town, housing available, shops available, farming, etc. Have the class discuss the bulletin boards, considering such items as: physical layout, house size, probably population, economic activities, wealth, etc.

Write:
for Wi
Philad

Write:

2. Introduce the pupils to the many biographies and novels which have been written about the revolutionary figures of Boston, Williamsburg, and Philadelphia. Have each pupil choose one.

See bib
Any of
chosen
of the

The stories of these figures make exciting reading in themselves so be certain to discuss carefully with the students what you want them to look for as they read. Give them a study guide of questions. Have them use the questions to take notes as they read. These questions should be framed to obtain data from these works on: 1) the occupations and wealth (in land and/or goods) of these men, 2) living conditions of these cities, 3) the trade of the cities, 4) the religion of the people of these cities, 5) the pre-revolutionary experiences of these men, 6) the activities of the legislative assemblies and other colonial organizations such as Sons of Liberty, Committees of Correspondence, Continental Congress, 7) the changing attitudes of these men toward their respective states and toward a central government, 8) the changing attitudes o of these men toward England 1763-1774, 9) the national symbols which become important to these men, 10) the attitudes of the heroes of these books to other important revolutionary figures.

Have pupils begin their reading in class and supervize their note-taking. Make certain they understand that they will be responsible for these people in class discussions.

PROCEDURES

MATERIALS

ds, contrasting life in 18th century Boston, Willia with that of 17th century Plymouth and James- 18th century cities are available from the ictures of Jamestown and Plymouth should have al- Unit III.) Be certain to show the size of the , shops available, farming, etc. Have the class ards, considering such items as: physical layout, pulation, economic activities, wealth, etc.

Write: Chamber of Commerce for Williamsburg, Boston, Philadelphia

Write: Plymouth Plantation Inc.
Jamestown Festival Park

the many biographies and novels which have been tionary figures of Boston, Williamsburg, and pupil choose one.

See bibliography for books. Any of the standard biographies, chosen to fit the reading level of the child will work.

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eading in class and supervize their note-taking. and that they will be responsible for these ns.

S. Listens for details.

S. Has a sense of the passage of time.

S. Uses sub-questions to guide him in collecting relevant data.

S. Chooses the most reliable source of information in terms of bias and competency of authors.

3. Using available maps, give an informal, illustrated lecture on the extent and size of the colonial settlement in 1763. Show the areas settled, the population of the chief cities, the national and religious makeup of the population, the crops grown, the trade products and routes. Show also some scenes of America at that time. Have the students compare this data with similar data on the colonies in the 17th century.

Lord a
Atlas

4. Have each pupil read a text book to gain an overview of the unit. Using the text, each pupil should construct for himself a timeline of chief events of this period. Have him keep and use the timeline as the unit progresses.

Read te
level.

5. Read to the class travelers' descriptions of life in these American cities prior to the Revolution. Have them discuss the reliability of these descriptions.

6. Have each pupil choose one of the three towns to study as the unit progresses. Make certain he understands that he is responsible for collecting data about the city as the unit progresses and that he will write a paper at the end of the unit in which he discusses the role his city played in the Revolution. He should also prepare a map of the city, indicating locations important to the revolutionary movement. He will obtain information on his own about the city, but he should also be alert to various class activities in which his city is featured such as in discussion of inhabitants of these cities, movies, pictures and other descriptions of events in these cities.

Consult

7. Have each pupil choose one of the classic events of the Revolution i.e. Boston Massacre, Boston Tea Party, Paul Revere's Ride, Patrick Henry's Resolve, Battle of Yorktown, Benedict Arnold's Treason, etc. (excluding the Battle of Lexington which will be done in detail in developmental activities). Have him check a variety of sources on these topics such as texts, encyclopedia, biographies of people involved, collections of

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Consult

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Lord and Lord, Historical Atlas of the U.S.

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Read texts geared to reading level.

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Consult library resources.

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Use: texts; encyclopedia; biographies; Commager and Nevins, eds., Spirit of '76; Sheer and Rankin, Rebels and Redcoats.

Consult library resources.

G. Although culture is always changing, certain parts of elements may persist over long periods of time.

S. Chooses the most reliable source of information in terms of bias and competency of authors.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

I. The American colonists, in the preserve their politico-economi Saxon methods to achieve Anglo-

I. The American colonists, in the years 1763-1776, sought to preserve their politico-economic traditions, using Anglo-Saxon methods to achieve Anglo-Saxon ends.

first-hand accounts such as The Spirit of '76, histories of the revolution, etc. Have each pupil prepare a paper in which he discusses the ways in which the sources differed in their descriptions and interpretations of these events. He should give his own version of the events, based on the readings. Make certain pupils understand that they will be responsible in class discussions for the expert knowledge of these events.

Developmental Activies

1. Have students do the exercise for the Battle of Lexington. Discuss their answers to the questions contained in the exercise. Make certain by asking additional questions that the students can evaluate the reliability of the sources involved in the exercise.

2. Using activity #1 for a takeoff discussion, ask these questions: Why were the men standing on the village green at Lexington? Ask any subsidiary questions necessary to get the students to understand the import of armed colonial militiamen standing on the green, e.g. Were these men trying to prevent the movement of British troops and the citizens in it? What did these men do for a living? Why had Paul Revere warned the militiamen? Could this same situation have happened in 17th Century Plymouth or Jamestown? Try to work out with the students the various reasons they offer as to why the "embattled farmers" might have stood on the village green. (The teacher might show pictures of the village green and/or read the poem of Paul Revere's ride.) This discussion should convince pupils that they need to know more about the militia men of Lexington and the events which led them to take this first important step to revolution. The teacher should probably list on the blackboard various general questions which need to be answered before coming to any firm conclusions about the causes of the Revolution. A few students can volunteer to investigate further the background of the particular Lexington participants and this particular incident.

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ffered in their descriptions and interpreta-
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Gardner, et.al., Case Studies in Am. History.

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A. Although there was a wedge
the back country and Afric
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descent.

1. Being English meant hav
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Saxon "purity" and freedo

2. Being English meant hav

3. Being English meant tha
not only economic indepe
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a. In every colony, the
bly, elected by prop
laws and levied the

b. Since most men owned
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4. Being English meant tha
empire the world had ev
however inefficient its
success, providing prosp
time.

S. Reads for details which support or contradict generalizations and main ideas.

support or
ons and main

A. Although there was a wedge of Scotch-Irish and Germans in the back country and African slaves in the South, most people in the country took great pride in their English descent.

1. Being English meant having a history that stretched back continuously into the "golden age" of Anglo-Saxon "purity" and freedom.

2. Being English meant having a Protestant heritage.

3. Being English meant that ownership of property gave not only economic independence but political independence as well.

   a. In every colony, there was a representative assembly, elected by property-holders, which made the laws and levied the taxes.

   b. Since most men owned property, most men could probably vote.

4. Being English meant that they were part of the largest empire the world had ever known. The British Empire, however inefficient its management, was very much a success, providing prosperity and freedom at the same time.

support or
ns and main

3. Have the pupils consult their texts and other available classroom materials to find out if the group at Lexington was representative of the colonial population. Have them check for the following data on the colonists: occupations, ancestry, religion, wealth, militia service, education, participation in government, etc.

Texts
All av
mat

4. Have the pupils who are reading biographies or historical novels consult their books for the "common people" in their stories to see if they are similar to the "embattled farmers" in occupation, ancestry, religion, wealth, militia service, participation in government, etc. Make certain they do not include the leaders of the Revolution who will be used in #8 below. The teacher might also have them check to see if the towns or villages in their stories have "greens." After each student has consulted his own book, have those working on Bostonian figures meet together to collate their information, and have those working on Williamsburg and Philadelphia figures do the same.

See bib
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novels

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S. Reads for details which support or contradict generalizations and main ideas.

S. Listens to discussion for main ideas, supporting detail, and to evaluate what he hears.

S. Organizes his materials to fit his theme and follows his organization.

S. Classifies data.

S. Generalizes from data.

5. Have the students working on Boston, Williamsburg, and Philadelphia check their materials to see if the ordinary inhabitants of their cities are similar to the "embattled farmers" in occupation, ancestry, religion, wealth, militia service, education, participation in government. Have them check to see if Boston, Williamsburg, Philadelphia have "greens." After each student has collected his data have those working on Boston meet together to collate their results and have those working on Williamsburg and Philadelphia do the same.

Use library resources.

6. Have various groups and individuals report to the class on the information found in #3, 4, and 5. Have the class discuss these reports, questioning where necessary their validity and then have the class attempt to chart the data in some meaningful form, differentiating between towns and villages. The teacher can add where necessary, pertinent information to clarify any data found or not found.

7. Have each student, consulting notes from Unit III, write an essay in which he compares the population of Revolutionary America with that of 17 Century America. Have some of these essays read to the class, discussing where possible the reasons for the change in makeup of the population, whether it be size, location, class structure, density, etc.

8. Using data obtained in reading the biographies, have the class do an analysis of the revolutionary leadership as to occupation, ancestry, wealth, militia service, education, participation in government, etc. Have them compare the revolutionary leaders to the leaders of Jamestown and Plymouth.

See bibliography for biographies.

9. As a follow-up to #6-8, hold a discussion on this question: Were there any significant changes in either the leadership or the general population of the Atlantic colonies between the

S. Gains information by studying films.

S. Listens for details.

S. Generalizes from data.

S. Listens for details.

S. Classifies data.

S. Generalizes from data.

17 and 18 centuries which would have made the people more ready to revolt? Discuss as many factors as pupils care to discuss, making certain they are considering the makeup of the population, not the style of life. The teacher might end the discussion on that very point: Were the changes in low people lives greater than the changes in the makeup of the population? Remind the students that the class will concentrate primarily on the style of life in three 18 century communities: Boston, Williamsburg, Philadelphia.

10. Show the film Williamsburg Restored. Have pupils who have not worked on Williamsburg speculate on how the style of life in 17th Century Jamestown and in 18th Century Williamsburg differed. The group working on Williamsburg should act as experts, showing and discussing pictures and data they have collected. The teacher might also show some pictures from Tunis' Shaw's Fortune to show how life changed on one Jamestown plantation.

11. Discuss with the class the problems Boston and Philadelphia would have in restoring their cities as completely as Williamsburg.

12. Have the group which has investigated Boston make the presentation of life style in Revolutionary Boston. In the discussion following, have the class compare 17th Century Plymouth with 18th Century Boston. You might have some pupils volunteer to try to find out what Plymouth was like in the 18th century.

13. Have the group which has investigated Philadelphia make its presentation of life style in 18th Century Philadelphia.

14. Hold a class discussion in which life style in 18th Century Boston, Williamsburg, and Philadelphia are compared. Make a chart of their differences and similarities, including items as size, population, economic activities, wealth, religion of inhabitants, physical layout, etc.

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cal layout, etc.

Williamsburg Restored, 29 min.;
1963, Producer: Colonial Williams
burg, distributed by MGHT.
Tunis, Shaw's Fortune.
Use library resources.

S. Reads for details which support or contradict generalizations and main ideas.

15. Have each student write an essay on one of these questions:
    a) Was 18th Century Boston more like 17th Century Plymouth or was it more like 18th Century Williamsburg and Philadelphia?
    b) Was 18th Century Williamsburg more like 17th Century Jamestown or was it more like 17th Century Boston and Philadelphia?

16. Have some of the essays read to the class and discuss them. Finish up the discussion with these questions: Were the inhabitants of 18th Century Boston, Philadelphia and Williamsburg Englishmen?

17. Show the film, Dawn of Revolution. Discuss the main thesis of the film: Was this family English or American? Be certain to consider why the question of whether they were Englishmen arose. Have the pupils check their timelines to see when the events stressed in the film took place: Are the events, 1763-1775, important in understanding why they question whether they are English or not? Have the pupils who researched the participants (see developmental activity #2) discuss whether or not the family in the film is typical of those who stood on the green.

Dawn o
Family,

18. As a follow-up to #17, have the pupils check their biographies on these points:
    a) whether the characters in them consider themselves Englishmen.
    b) when and if they begin to raise the question of their English heritage.

    Discuss the information found in the various books read, always being alert to different authors' interpretations of the actions and attitudes of the same men. Then ask the class: Why is it important to know whether these people considered themselves Englishmen? Discuss all the ramifications of these questions which the students

See Bib

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like 18th Century Williamsburg and

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nemselves Englishmen? Discuss all
f these questions which the students

Dawn of Revolution A Lexington Family, 16 min., 1964, Coronet.

See Bibliography.

S. Reads for details which support or contradict generalizations and main ideas.

S. Checks facts against his own background of information and collects additional information when he needs to check the facts.

S. Chooses the most reliable source of information in terms of bias and competency of authors.

G. Most political communication depends on the use of symbols, stereotypes, and other communication short-

B. The series of events, 1763-1774, caus
conflict between the mother country a
strong desire to remain within the Br
The events did, however, change the c
their role within the empire.

1. The new parliamentary tax policy,c
revenue, brought the first great c
revolutionary period.

a. The American colonists seeking
of the act, and to prevent its
English means to achieve Englis

B. The series of events, 1763-1774, caused misunderstanding and conflict between the mother country and the colonists but a strong desire to remain within the British Empire continued. The events did, however, change the colonists perception of their role within the empire.

1. The new parliamentary tax policy, openly designed to raise revenue, brought the first great challenge of the revolutionary period.

a. The American colonists seeking to secure the repeal of the act, and to prevent its enforcement, used English means to achieve English ends.

can handle at this time. Point out that as we study some of the typical events leading to the Revolution we shall always be interested in:

1) whether they consider themselves Englishmen,
2) whether they are acting like Englishmen, using English means to achieve English ends,
3) whether they are insisting on rights of Englishmen in this struggle with the mother country. Tell pupils that, as they continue to read their biographies, they should consider these three questions as the authors discuss their characters' participation in the events listed on the timelines for 1763-1776.

19. Have the pupils re-read the text section dealing with the events 1763-1776 in the light of the three questions raised in activity #18. Have them take notes on the answers to these questions in relation to: 1) the Stamp Act 2) the seizing of Hancock's liberty 3) the Boston Massacre 4) the Boston Tea Party.

Use te

20. Show film Give Me Liberty to introduce students to the question of the Stamp Act. Compare it with description in student biographies. Discuss how we know what happened at Williamsburg and where they would look for first-hand accounts.

Give M
Warner
UAA.

21. Have the students do the exercise on Henry's speech.

See exe

Point out that as we study some of g to the Revolution we shall always	
themselves Englishmen, ng like Englishmen, using English ish ends, sting on rights of Englishmen in e mother country. Tell pupils that, ead their biographies, they should questions as the authors discuss ticipation in the events listed 1763-1776.	
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to introduce students to the Compare it with description iscuss how we know what happened they would look for first-hand	Give Me Liberty, 21 min., 1937, Warner Brothers, Distributed by UAA.
xercise on Henry's speech.	See exercise in appendix.

cuts; effective communication depends on the effective manipulation of these symbolic tools.

S. Checks facts against his own background of information.

S. Generalizes from data.

1.) The colonial assemblies
2.) The colonial press propa
3.) British goods were boyco
4.) Actions were taken agains
5.) Societies were formed to
last extremity."

', Generalizes from data.

b. The colonists, like mainland
argued that taxes on propert
challenge to their liberty.

1.) They denied that they we
either actually or virtua
no authority to tax them.
2.) The authority to tax the
their local assemblies.

c. Parliament, deceived as to t
colonial opposition, repeale

1.) The colonial assemblies sent petitions to the king.
2.) The colonial press propagandized for the colonial cause.
3.) British goods were boycotted.
4.) Actions were taken against the crown's agents in America.
5.) Societies were formed to resist the new taxes "to the last extremity."

b. The colonists, like mainland Englishmen before them, argued that taxes on property without consent were a challenge to their liberty.

1.) They denied that they were represented in Parliament, either actually or virtually. Hence parliament had no authority to tax them.
2.) The authority to tax them was reserved exclusively to their local assemblies.

c. Parliament, deceived as to the true nature and extent of colonial opposition, repealed the Sugar Act.

22. Discuss with the class popular reactions to the Stamp Act, soliciting specific examples of actions taken by the colonists as portrayed in their biographies. Show pictures and cartoons of the period.

Use Ame
Rev

23. Read to the students descriptions of some of the riots which developed, as a reaction to the Stamp Act. Discuss the validity of these acts, comparing them with examples found by the students in their biographies. Also discuss with them the boycott of British goods, making use of specific examples so that they understand what a boycott is. Conclude the discussion on the point: Were the actions of the colonists typical of those mainland Englishmen would have taken in the same situation?

Morgan,
pp. 106

24. Have the students write an essay on the question: What was the real issue behind the opposition to the Stamp tax? Have some of the essays read to the class and discuss them. Make certain that the students emerge from the discussion with the idea that the colonists felt that taxation with representation was a basic right of Englishmen.

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right of Englishmen.

Use American Heritage Book of the Revolution

Morgan, Prologue to Revolution, pp. 106-109.

S. Looks for points of agreement and disagreement among authors.

2. New duties on imported iter
American-based customs serv
action against Parliamentar

a. The colonists denied tha
duties for the purpose o
taxes, not regulation.

1.) Boycotts of English
2.) Colonial newspapers

3.) The new customs comm

b. Parliament, determined t
could put no limits on i
troops of the British ar
commissioners.

S. Gains information by studying films.

c. The colonists charged th
destroy their rights.
1.) Bostonians harrassed
2.) The so-called Boston
colonists that the B
their rights.

S. Looks for points of agreement and disagreement among authors.

d. The British solution to
but those on tea. The c
British power reduced, s

greement and
thors.

2. New duties on imported items, to be collected by a new American-based customs service, produced the same reaction against Parliamentary taxation as the Stamp Act had.

   a. The colonists denied that Parliament had the right to levy duties for the purpose of revenue, for such measures were taxes, not regulation.

      1.) Boycotts of English goods were organized.
      2.) Colonial newspapers propaganized for the American cause.
      3.) The new customs commissioners were harrassed.

   b. Parliament, determined to show the colonists that they could put no limits on its authority, dispatched regular troops of the British army to protect the customs commissioners.

tudying films.

   c. The colonists charged that the new troops were sent to destroy their rights.
      1.) Bostonians harrassed the troops whenever possible.
      2.) The so-called Boston-Massacre convinced the other colonists that the British were determined to usurp their rights.

reement and
hors.

   d. The British solution to the crisis was to repeal all duties but those on tea. The colonists, feeling the threat of British power reduced, submitted to this duty for 3 years.

25. Have the students who have read the biographies of John Hancock describe the seizure of the Liberty. Discuss with the class why the seizure aroused so many people, relating the actions of the customs men to the new British customs policy. Be certain to help pupils understand that the colonists felt another basic right of Englishmen at stake, the protection of private property from seizure. (Be sure they understand the concept of "property"; use as many illustrations as necessary.) Have those who have read the biographies describe their account's version of the character and personality of John Hancock and let them speculate on the reasons for the differences found.

For biograp

26. Show the film, Boston Massacre. Have the students who have read biographies of Sam and John Adams compare the movie's version with the version in their biographies, noting differences and similarities.

The Boston
CBS TV, Dis

27. Use the film in #26 as a takeoff point to discuss the new British customs policy. Ask questions such as: Where did the Boston Massacre take place? If necessary ask subsidiary questions such as: What is a customs house? Where are they usually located? Why were soldiers guarding the customs house? Why were the British regulars so offensive to the Americans? Is there any connection between the Boston Massacre and the seizure of the Liberty? Did John and Sam Adams approve of the Boston Massacre? Why or why not? What rights did the Americans think were involved? Make certain that pupils understand

who have read the biographies of John
he seizure of the Liberty. Discuss
the seizure aroused so many people,
ns of the customs men to the new
licy. Be certain to help pupils
e colonists felt another basic right
take, the protection of private
ure. (Be sure they understand the
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the differences found.

For biographies see bibliography.

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es of Sam and John Adams compare
with the version in their bi-
ifferences and similarities.

The Boston Masacre, 27 min., 1956,
CBS TV, Distributed by MGHT.

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policy. Ask questions such as:
n Massacre take place? If
diary questions such as: What
Where are they usually located?
uarding the customs house? Why
gulars so offensive to the
e any connection between the
the seizure of the Liberty? Did
approve of the Boston Massacre?
at rights did the Americans think
e certain that pupils understand

S. Gains information by studying films.

S. Generalizes from data.

S. Reads for details which support or contradict generalizations and main ideas.

that the colonists were once again complaining about revenue taxes levied without representation and had the added objection of the presence of a standing army in peace time. Have the students give examples from their biographical reading of their incidents which illustrate the colonists' objections both to the new duties and the new customs collectors.

28. Show various illustrations of the Boston Massacre and have the class discuss their accuracy.

America
Junior
Consult

29. Show John Adams, Profiles in Courage Series. Discuss the film afterwards, making certain that pupils understand that Adams felt another basic right of Englishmen was at stake, the right to a fair trial and that he linked this right to the other basic rights he felt were being challenged, i.e., taxation with representation, protection of private property, no standing army in peace time, etc. Have the pupils who have read Adams' biographies discuss whether this interpretation of Adams' participation in the struggle with the British is an accurate one.

John Ad
Series)
Distrib

30. Have the class compare and contrast colonial reactions to the new customs duties with their reaction to the Stamp Act. Chart the types of reactions and the groups which organized to oppose the British. Discuss what the British did in response to the colonial reactions, evaluating the wisdom of their policy for future incidents.

31. Have the class make a list of the rights of Englishmen which the colonists had identified as sources of

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thout representation and had the added
e presence of a standing army in peace time.
ts give examples from their biographical
r incidents which illustrate the colonists'
to the new duties and the new customs

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discuss their accuracy.

American Heritage Book of Revolution
Junior American Heritage
Consult texts, encyclopedias, etc.

, Profiles in Courage Series. Discuss
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s felt another basic right of Englishmen
he right to a fair trial and that he linked
he other basic rights he felt were being
., taxation with representation,
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John Adams,(Profiles in Courage Series),50 min., 1965, Sandek, Distributed by IQ FILM.

compare and contrast colonial reactions
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h did in response to the colonial
uating the wisdom of their policy
dents.

make a list of the rights of Englishmen
ists had identified as sources of

3. The Tea Act of 1773, plus several other incidences, led the colonists to adopt a new relationship to the empire.

   a. The committees of correspondence were developed to warn of British actions.

   b. The first Continental Congress was called to decide on necessary action after the Boston Tea Party had pushed the British into the Coercive Acts against Boston.

conflict, between the colonists and the mother country. Have the pupils check their texts and biographies for the period 1763-1773 to see if they can find incidents other than those discussed that indicate that England was infringing on rights of colonists. Have pupils report briefly to the class on these incidents.

32. Show the film, Boston Tea Party. Discuss the film, particularly the roles played by famous characters in the incident. Make certain the students understand what the real issue was as the Sons of Liberty saw it, as the other colonists saw it, and what it was as the English saw it. Also discuss why many patriots disapproved of the action in itself, and why the participants dressed as Indians. Conclude with this question: Why did the British react differently to the colonists' action against the Tea Act than they had to their actions against the Stamp Act and Duties Act?

33. Soliciting specific examples from the biographical reading, discuss the organization and effectiveness of the Committees of Correspondence and the first Continental Congress.

34. Return again to discuss the questions raised in developmental #2 about the Battle of Lexington. Make use of the information discovered by the students since the original activities. The teacher might read Scheer and Rankin's description of the battle and have the students react to their characterizations of the chief characters involved. Or the film Midnight Ride of Paul Revere or Paul Revere's Ride could be shown and discussed.

Boston Tea
(You are The
1966, Disne

For biograph

Scheer and R
Redcoats
Midnight Rid
1957, Corone
Paul Revere'
Modern Learn

olonists and the mother country.
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a Party. Discuss the film,
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Also discuss why many
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did the British react
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al activities. The teacher
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nts react to their character-
racters involved. Or the
l Revere or Paul Revere's
iscussed.

Boston Tea Party
(You are There Series.) 30 min.,
1966, Disney.

For biographies see bibliography.

Scheer and Rankin, Rebels and
Redcoats
Midnight Ride of Paul Revere, 11 min.,
1957, Coronet.
Paul Revere's Ride, 11 min., 1957,
Modern Learning Aids.

S. Chooses the most reliable source of information in terms of bias and competency of authors.

4. The circumstances and events, 1
perception of their role within

a. At first, they adhered to th
legislate for them but not t

b. Next they moved to the posit
neither legislate nor tax th
assemblies were to their res
was to mainland England.

C. The real crisis came because neith
realized that the colonists' percep
the Empire had changed.

1. The King as well as Parliament
Parliament over the colonies.

2. The colonists', in the years 177
forced to choose between their

3. The colonists, using English pr
of Englishmen, declared their i
government, which they felt had

4. The circumstances and events, 1763-1774, changed the colonists' perception of their role within the empire.

   a. At first, they adhered to the principle that Parliament could legislate for them but not tax them.

   b. Next they moved to the position that Parliament could neither legislate nor tax them and that the colonial assemblies were to their respective colonies what Parliament was to mainland England.

C. The real crisis came because neither parliament nor the King realized that the colonists' perception of their role within the Empire had changed.

   1. The King as well as Parliament maintained the supremacy of Parliament over the colonies.

   2. The colonists', in the years 1774-1776, found themselves forced to choose between their rights and their King.

   3. The colonists, using English precedents and the language of Englishmen, declared their independence of the English government, which they felt had exceeded its powers.

35. Have students read some of the first hand accounts of the Battle of Bunker Hill. Discuss the reliability and information given in these accounts. Then compare Lexington and Bunker Hill as battles.

Commager
Spirit of

36. Show film Declaration of Independence by the Colonies. Discuss three points raised by the film:
1) How important were the Coercive Acts?
2) Why did the Battle of Lexington take place? (Make use of information discovered by students subsequent to developmental 1 and 2)
3) What was the cause of the war as seen in the film?

Declaration
Colonies,

37. Have the class look at the Declaration of Independence. Point out the two different sections and ask the students why both parts were included. Perhaps use pictorial illustrations explaining the Declaration as they are

Ditto up a
of Independe

ne of the first hand accounts of the . Discuss the reliability and in- ese accounts. Then compare Lex- l as battles.	Commager and Nevins, eds., Spirit of '67.
of Independence by the Colonies. aised by the film: the Coercive Acts? of Lexington take place? ation discovered by students lopmental 1 and 2) of the war as seen in the	Declaration of Independence by the Colonies, 20 min., 1956, E.B.F.
the Declaration of Independence. erent sections and ask the students cluded. Perhaps use pictorial ng the Declaration as they are	Ditto up a copy of the Declaration of Independence.

II. Once the struggle to preserve traditional rights had led to a declaration of independence, the colonists were forced not only to fight but also to search for new group identification.

A. The style of warfare used reflected the pattern dominant in 18th Century Europe.

1. The strategy used by the colonists was largely forced upon the Americans by the nature of British strategy.

a. Commanding the sea and based in Canada, the British struck at key points on the coast so they could advance to the interior and also invaded northern New York with a view of splitting the colonies.

found in Your Magnificient Declaration. Discuss the importance of the Declaration of Independence for the men who signed it and what would have happened to them if the revolution had failed. Then ask this question? Did the signers of the Declaration of Independence still claim to be Englishmen?

38. Culuminating discussion on causes of the Revolution may start with this question: Why did some colonists oppose the Revolution? Were these colonists believers in the rights of Englishmen? Solicit examples from the biographical reading of people who remained loyal to the crown and discuss the attitudes and views in light of the reasons why the patriots believed revolution was necessary and just. Perhaps show the silent film on Declaration of Indepenence to show various attempts to convince people to agree to independence.

39. Have several students play roles of radicals, moderates, and conservatives in a mock debate over the advisability of signing the Declaration.

40. Have the pupils look into the various texts available to find out what the strategy of the British and of the Americans was in the Revolution. If initiatory #2 was used, check at this stage to make certain that the students have their work almost completed. If initiatory #7 was used, check at this stage to make certain that the students who were working on battles or other events during the war are prepared to report to the class on these subjects.

gnificient Declaration. Discuss the im-
Declaration of Independence for the men
d what would have happened to them if
ad failed. Then ask this question? Did
he Declaration of Independence still
ishmen?

Findlay, Your Magnificient Declaration.

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For biographies see bibliography.

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the strategy of the British and of
s in the Revolution. If initiatory #2
it this stage to make certain that the
eir work almost completed. If initiatory
k at this stage to make certain that
were working on battles or other
war are prepared to report to the
bjects.

Use texts, selected according to
reading ability.

41. Have a class discussion in which pupils discuss the strategy of the British and Americans in the Revolutionary War. Be sure they understand the problems related to the strategy in this 18th century style war.

42. Have a few pupils volunteer to make maps illustrative of the general British and American strategy for bulletin board use. Have others collect and bring in still pictures of battle scenes which can be used as a basis for discussion of style, weapons, and uniforms. Have them find comparable pictures to show modern guerrilla style weapons and uniforms.

43. Have pupils look for battle accounts to find those that vividly describe fighting style, weapons, or uniforms. They might read the excerpts to the class.

44. Have some pupils read and report on Revolutionary war weapons.

45. Some pupils may wish to make replicas of Revolutionary swords, pistols, rifles, pole arms, powderhorns, artillery projectiles, using soft wood and paint. Scale models of howitzers, mortars, field pieces, and other cannons may be molded of clay, paper mache, etc.

46. Have pupils use authentic pictures from which to sketch and color pictures of soldiers in uniform. Assign pupils different type of soldiers so that the class can see how a German mercenary, a Maryland rifleman, a French officer, etc. dress. Try for as much variety as possible.

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ntury style war.

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type of soldiers so that the
n mercenary, a Maryland
r, etc. dress. Try for as

Consult library resources.

Commager and Nevins, eds.,
Spirit of '76.
Scheer and Rankin, Rebels and
Redcoats.

American Heritage Junior Library
American Heritage Book of the Revolution
Colby, Revolutionary War Weapons

C. Whether an increase in centralization accompanies the increase in cohesion that accompanies or follows group conflict depends upon both the character of the conflict and the type of the group.

2. The power to conduct the war w
and military authority.

a. The Continental Congress, a
raised the armed forces, dr
appointed and promoted offi

b. Washington was expected to
of all the American armies.

c. Several problems developed

d. Washington emerged as the m

3. The colonists succeeded in win
defensive nature of the confli
use successful commanders, and

2. The power to conduct the war was divided between the civil and military authority.

   a. The Continental Congress, as supreme civil authority, raised the armed forces, drew up regulations for them, appointed and promoted officers.

   b. Washington was expected to direct the strategic operations of all the American armies.

   c. Several problems developed in conducting the war.

   d. Washington emerged as the model of the citizen-soldier.

3. The colonists succeeded in winning the war because of the defensive nature of the conflict, British failure to use successful commanders, and foreign aid.

47. Show film Soldier of the Revolution (UES). Discuss the problems of the Continental Army as seen in the film. Discuss whether the portrayal of army problems is accurate; draw on pupils' knowledge obtained from biographies and from research on specific war events.

48. As a follow-up of #47, discuss the question: Why did these problems in the army exist? Have students give reasons found in their extensive reading and the teacher could also read some first-hand accounts which explain why these conditions existed. Make certain they understand that the men did not identify with the Continental army.

49. Discussion: Was Washington a successful general? Drawing on the information obtained by those who have researched the battles Washington fought or who have read the biographies, discuss Washington's effectiveness as a military leader, as a symbol of the revolutionary cause, and as a citizen-soldier responsible to the Continental Congress. Show the many contemporary pictures which are available of Washington so that the students can appreciate his stature as a major force in the Revolution. The teacher might also read selections from Scheer and Rankin or the Spirit of '76.

of the Revolution (UES). Discuss
e Continental Army as seen in the
ther the portrayal of army problems
on pupils' knowledge ob-
phies and from research on specific

Soldier of the Revolution,
15 min., 1963, CF.

47, discuss the question: Why
in the army exist? Have students
in their extensive reading and
also read some first-hand accounts
these conditions existed. Make
stand that the men did not identify
al army.

For biographies see bibliography.
For first-hand accounts, see
Commager and Nevins, eds.,
Spirit of '76, pp. 151-163.

ashington a successful general?
ormation obtained by those who have
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es, discuss Washington's effect-
ary leader, as a symbol of the
, and as a citizen-soldier re-
ontinental Congress. Show the
pictures which are available of
the students can appreciate his
force in the Revolution. The
read selections from Scheer and
t of '76.

Use: library resources, including
biographies (see bibliography)
Scheer and Rankin, Rebels and
Redcoats, pp. 65 90.
Commager and Nevins, eds.,
Spirit of '76, pp. 139-145.

B. The patriots encountered many problems in seeking an idea of nationality and in identifying with a new political community.

1. Many colonists thought of themselves as Virginians and New Yorkers rather than Americans.
2. Many colonists remained loyal to the crown, resulting in internecine harrassment and warfare.
3. New national symbols had to be created such as flags, heroes, songs, constitutions, etc.
4. Washington encountered great difficulties in attempting to create an integrated army.
5. Many colonists feared the establishment of a "national" government which would replace the function previously performed by the empire.

50. Have pupils who have not done so report on the battles or other revolutionary events which they researched (initiatory #7). The teacher can add first-hand accounts of key battles and events.

51. Perhaps prepare an exercise on the bias and competency of authors who have described one of the battles other than Lexington.

52. There are also a variety of films available on the war in general and on specific battles, if their use seems desirable.

53. Drawing on the information obtained by the students in their extensive reading, discuss the growth of national symbols during the war: films, patriotic songs, heroes, etc.

54. Discuss: What happened to those who remained loyal to the crown? Drawing on pupils' knowledge obtained from biographical and other reading, discuss various incidents of harrassment of the loyalists. The teacher can also read some first-hand accounts available in the Spirit of '76. Be certain to discuss the estimates of how many became loyalists and patriots and how many remained uncommitted throughout the war. Discuss the implications of these numbers for war morale and for the growth of nationalism in the colonies.

55. As a follow-up to #54, discuss the other problems i.e., local loyalty vs. national loyalty. There are many examples which can be solicited from their reading of people who considered themselves Virginians first

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events which they researched
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vents.

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4, discuss the other problems i.e.,
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e solicited from their reading
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Use: library resources,
Commager and Morris, eds.,
Spirit of '76.

For sources, see Commager and Morris
and Sheer and Rankin, Rebels and
Redcoats.

Commager and Morris, eds., Spirit of
'76 and Sheer and Rankin, Rebels and
Radicals.

For biographies see bibliography,
Commager and Morris, eds., Spirit of '76.

For biographies see bibliography.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

C. Although political independence f the English cultural base remain nationalism was not fully attain

s changing,
may
of time.

C. Although political independence from Britain was achieved, the English cultural base remained predominant and nationalism was not fully attained.

and Americans second, etc. Discuss this problem in relation to the support of the continental army and the forming of an effective central government.

56. Show and discuss the film Constitution: Organizing the Nation.

57. Have the students read the text to see if they can find examples of the problems of national identification. Discuss their findings.

Culminating activities:

1. Discuss: Why did the American Revolution succeed? Why were the colonists able to defend themselves against the largest empire the world had known?

2. Discuss: Did the Revolution preserve the rights of Englishmen? Review the rights at issue prior to 1776 and discuss their embodiment in state and federal constitutions.

3. Discuss: Were the colonists still Englishmen? Review the culture concept so that they will understand the full cultural implications of this question. Point out that while a new government was formed, great efforts had to be made to gain support for it. Perhaps show some pictures of Washington as President, attempting to give dignity to the office so that the people would support it. Point out, soliciting examples where possible from the class, that the English cultural base was still important socially, religiously, and economically.

c. Discuss this problem in re-
the continental army and the
central government.

n Constitution: Organizing the

The Constitution. Organizing the Nation - 1787, 24 min., Producer (NBCTV), distributed by Graphic Curriculum Inc.
Use texts, selected to fit ability.

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See Lorant, The Presidency, An Illustrated History.

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Midnight Ride of Paul Revere. 11 min.; color-b&w. Prod.-CORF, Dist.-CORF, 1957.

Paul Revere's Ride. 11 min.; b&w. Prod.-DUncan, Dist. MLA (Modern Learning Aids), 1957.

Declaration of Independence by the Colonies. 20 min.; color. Prod.-EBF, Dist.-EBF, 1956.

Soldier of the Revolution. 15 min.; color. Prod.-CF, Dist.-CF, 1963.

The Constitution: Organizing the Nation. 24 min.; color-b&w. Prod.-NBCTV, Dist.-Gracur (Graphic Curriculum Inc.).

Exercise II (Unit IV)

PATRICK HENRY'S SPEECH

To the Student:

You will read one account of Patrick Henry's speech on the Stamp Act in the Virginia House of Burgess on May 30, 1765. Read the selection and complete the questions which follow it. Then write a paragraph comparing this version of Henry's speech with that which you saw in the film, "Give Me Liberty."

29

Document I: A French traveler's account of the actions of the House of Burgesses in May, 1765:

May the 30th. . . I went immediately to the assembly which was sitting. . . I was entertained with very strong debates concerning duties that Parliament wants to lay on the American colonies, which they call Stamp Duties. Shortly after I came in one of the members said he had read that in former times. . . Julius[1] had. . . /his/ Brutus, Charles[2] had his Cromwell, and he did not doubt but some good American would stand up in favor of his country. . . /He/ was going to continue, when the Speaker of the House rose. . . /He said/ the last one that stood up has spoken treason. . . /He/ was sorry to see that not one member of the House was loyal enough to stop him before he had gone so far. . . . The same member stood up again (His name is Henry). . . /He/ said if he had. . . /angered/ the speaker, or the House, he was ready to ask pardon. . . /He/ would show his loyalty to his majesty King George the third at the expense of the last drop of his blood. . . /What/ he had said must be. . . /considered in/ the interest of his country's dying liberty. . . The best of

A French traveler's account of the actions of the House of Burgesses in May, 1765:

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Questions:

1. What does the French traveler say that Henry said? Who were Julius, Brutus, Charles, and Cromwell?

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[1]Julius Caesar was a famous Roman emperor. One of his friends, Brutus, helped kill him.

[2]Charles was a King of England. Cromwell led the armies which captured him and later put him to death.

2. Who interrupted Henry? Why?

3. How did Henry handle the interruption?

4. Who supported Henry?

5. What impression do you get of Henry from this description?

6. Did the author of this account witness Henry's speech himself?